

Child Assessments for Child Advocacy Match System (CAMS)

This handout contains every question that is asked in the child assessment screens. This handout is informational and intended to help advocates gather information needed to complete their child assessments.

Key - Orange will give you suggestions on where to find the information.

Tab 1: Safety, Risk & Permanency

Child Safety & Risk - Could ask DHS or read in the court file.

Hint: When completing the Safety & Risk Assessment advocates need to consider the age of the child.

If yes, enter 1; If no, enter 0; if unknown, enter U; if not applicable, enter NA

During the reporting period, has the child displayed or experienced any of the following:

1. Sexual abuse
2. Physical abuse
3. Neglect
4. Physically assaultive behavior
5. Property destruction
6. Animal cruelty
7. Runaway
8. Fire-setting
9. Abuse of illegal substances
10. Sexually offended

Total the number "1" answers _____. This is the child's overall safety and risk score.

(Note: We want to see the score decrease over time. The lower the score, the more the child's safety needs are being met. If there are items marked as "U", then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Child Protective Factors - Great questions to ask foster parents, relative placements,

If yes, enter 1; If no, enter 0; if unknown, enter U

Hint:

- *If they CAN do it, it's a yes... even if they're not doing it all the time...*
- *The answers to the Child Protective Factors are based on your observations and information received about the child.*
- *For children 2 years and younger, the answers will be NA.*

1. Does the child demonstrate the ability to self-regulate such as recognizing and controlling impulses, managing stress and emotions, and exerting self-control?
2. Does the child have a positive relationship to, feelings of safety with, and trust in a parent or caregiver?
3. Does the child demonstrate cognitive, emotional and behavioral engagement in learning?
4. Does the child demonstrate the ability to verbally and non-verbally express needs and emotions, as well as listen and respond to the communication of others?
5. Does the child have positive relationships with siblings and peers?

6. Does the child demonstrate executive functioning (cognitive processes for goal-directed activity, problem-solving, working memory, etc)?
7. Does the child have a positive self-concept and orientation to life?
8. Does the child exhibit age-appropriate self-care?

Total the number "1" answers _____. This is the child's overall safety and risk score.

(Note: We want to see the score increase over time. The higher the score, the greater presence of critical constructs for child well-being and flourishing among children. If there are items marked as "U", then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Mother's Safety & Risk Could ask DHS or read in the court file.

Hint: The answers to the Mother's or Father's Protective Factors are based on observations and information received about the parents. If a parent is not actively involved in the case, then answers will be unknown and remain unknown until the parent becomes involved.

If yes, enter 1; If no, enter 0; if unknown, enter U; if not applicable, enter NA

During the reporting period, has the child's mother displayed or experienced any of the following:

1. Substance abuse or relapse
2. Assaultive behavior
3. Mental health committal
4. Founded abuse
5. Victim of domestic abuse
6. Been in jail / prison / correctional facility
7. Eviction from residence
8. Loss of employment
9. Missed interactions with child(ren)
10. Missed appointments for services

Total the number "1" answers _____. This is the mother's overall safety and risk score.

(Note: We want to see the score decrease over time. The lower the score, the lesser risk the mother's behaviors/experiences pose to the child. If there are items marked as "U", then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Mother's Promotive & Protective Factors - Good questions to ask FSRP or BHIS or Therapist

If yes, enter 1; if no, enter 0; if unknown, enter U; if not applicable, enter NA

Hint: If TPR has occurred, all the mother and father risk and protective factors are NA

1. Does the mother demonstrate positive parenting skills?
2. Does the mother demonstrate conflict-resolution skills within the family?
3. Does the mother have social supports?
4. Is the mother engaged in any community organizations?
5. Does the mother demonstrate routines that foster family health, flourishing and resilience?
6. Does the mother have a job that pays a living wage?
7. Is the mother's residence within a physically safe community?
8. Does the family have access to high-quality early care and education for children?

9. Does the family have access to relevant, high-quality, culturally appropriate and available local services, including transportation?

Total the number “1” answers _____. This is the mother’s overall promotive and protective score.

(Note: We want to see the score increase over time. The higher the score, the greater presence of parental promotive and protective factors that reduce risk factors. If there are items marked as “U”, then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Father’s Safety & Risk - Could ask DHS or read in the court file.

If yes, enter 1; If no, enter 0; if unknown, enter U; if not applicable, enter NA

During the reporting period, has the child’s mother displayed or experienced any of the following:

1. Substance abuse or relapse
2. Assaultive behavior
3. Mental health committal
4. Founded abuse
5. Victim of domestic abuse
6. Been in jail / prison / correctional facility
7. Eviction from residence
8. Loss of employment
9. Missed interactions with child(ren)
10. Missed appointments for services

Total the number “1” answers _____. This is the father’s overall safety and risk score.

Father’s Promotive & Protective Factors - Good questions to ask FSRP or BHIS or Therapist

If yes, enter 1; If no, enter 0; if unknown, enter U; if not applicable, enter NA

Hint: If TPR has occurred, all the mother and father risk and protective factors are NA

1. Does the father demonstrate positive parenting skills?
2. Does the father demonstrate conflict-resolution skills within the family?
3. Does the father have social supports?
4. Is the father engaged in any community organizations?
5. Does the father demonstrate routines that foster family health, flourishing and resilience?
6. Does the father have a job that pays a living wage?
7. Is the father’s residence within a physically safe community?
8. Does the family have access to high-quality early care and education for children?
9. Does the family have access to relevant, high-quality, culturally appropriate and available local services, including transportation?

Total the number “1” answers _____. This is the father’s overall promotive and protective score.

(Note: We want to see the score increase over time. The higher the score, the greater presence of parental promotive and protective factors that reduce risk factors. If there are items marked as “U”, then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Tab 2: Permanency - Find this information in court docs.Legal Permanency

Permanency hearing has been held	(Yes / No / Not Applicable / Unknown)
Permanency order date	(Date)
Permanency hearing outcomes	(List of values: Custody to Parent, Transfer Custody to Other Parent or Relative, Guardianship, Extension, TPR Petition Filed, Termination of Parental Rights, Another Planned Permanent Living Arrangement (APPLA))

If yes, enter 1; if no, enter 0; if unknown, enter U; if not applicable, enter NA

1. Is there a permanency plan that results in legal permanency?
2. Is there a concurrent plan?

Total the number “1” answers _____. This is the child’s overall legal permanency score.

(Note: We want to see the score be at the maximum to ensure a plan for legal permanency is established. If there are items marked as “U”, then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Relational Permanency - dont spend a lot of time dwelling on this section - use your best guess

For each category, please identify the number of meaningful relationships that apply for the youth at this time. “Meaningful relationships” are defined by the youth. This would include adults who have some on-going contact with the youth and who can be counted on for some type of support.

Strength of Youth Connections: Indicate the strength of the relationship between the youth and adult right now. In categories where there is more than one person, choose the most meaningful relationship and answer about that person. You can list up to two additional adults in the last two rows.

Very Weak: No Contact

long-term connection of the heart, mind or spirit with this person; youth can count on this person to be there for them when needed

Weak: Infrequent contact; youth can’t count on this adult for support

N/A: Not applicable because adult is deceased or youth has no siblings

Moderate: Some contact with this adult but may not be consistent; youth feels a connection but can’t count on this adult all the time

Strong: Contact at least once per month; youth feels a connection of the heart, mind or spirit with this person; youth can usually count on this person

Very Strong: Contact at least once per week; youth feels a

Relationship to Youth	Total # of Adult Relationships	Strength of Youth Connections					
		Very Weak	Weak	Mod-erate	Strong	Very Strong	NA
Father (birth, adoptive, stepmother) Mother (birth, adoptive, stepmother) Adult Siblings Other adult relatives Current foster parent Former foster parents Current or former social worker Current or former teacher Current or former therapist, counselor or psychologist Pastor, rabbi or other spiritual leader An adult friend, mentor or sponsor Other adults: (Please list relationships)		0	1	2	3	4	NA
	Total	Total	Total	Total	Total	Total	Total

Total the numbers from the table _____. This is the child's overall relational permanency score.

(Note: We want to see the score increase over time. The higher the score, the more likely relational permanency will be achieved with the youth. If there is no data in the table, then this is an indicator for skill development training with the advocate on how to gather the needed information to assess the youth's connections.)

Tab 4: Health Information - Good questions to ask foster parent or relative placement or DHS

Physical Health

Most Recent Physical	(date)		Child has physical health diagnoses	Yes / No / Unknown
Vision Screening	(date)		List diagnoses	(enter text)
Hearing Screening	(date)		Most recent dental check-up	(date)

Include a NOTES field

Mental Health

Child has been referred for therapy	Yes / No / Not Applicable / Unknown
Frequency of therapy sessions	List of Values: weekly, bi-weekly, monthly, as needed, unknown
Child has been prescribed medication	Yes / No / Not Applicable / Unknown
Child has been referred for a mental health evaluation	Yes / No / Not Applicable / Unknown
Child has mental health diagnoses	Yes / No / Not Applicable / Unknown
List diagnoses	(enter text)

Include a NOTES field

If yes, enter 1; if no, enter 0; if unknown, enter U; if not applicable, enter NA

1. Is the child eligible for health insurance coverage?
2. Does the child have health insurance coverage?
3. Did the child have a physical within the last 12 months?
4. Did the child have a well-child check-up this reporting period?
5. Is the child up-to-date with immunizations? (hyperlink to view a document *Recommended Immunization Schedule for Children and Adolescents Ages 18 Years or Younger, United States 2017*)
6. Is the child receiving medical care/treatment for physical health diagnoses?
7. Has the child (age 3+) been seen by a dentist in the last six months?
8. Did the child complete a mental health evaluation after a referral?
9. Is the child receiving therapy services after a referral?

Total the number "1" answers _____. This is the child's overall health score.

(Note: We want to see the score increase over time. The higher the score, the more the child's needs are being met. If there are items marked as "U", then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Tab 5: Educational Stability & Success - Some of these questions will help when interviewing teachers. Some of them you could find reading court docs.

For children in school:

1. How many school transfers have occurred since the court assumed jurisdiction? (number)
2. How many days elapsed between attendance at previous school and new school? (number of days)
3. Length of time from referral for special education services to assessment (Number of days)
4. Length of time from special education assessment to delivery of services (number of days)
5. Has child age 0-3 been evaluated for early intervention programs while under court jurisdiction? (Y/N/NA)

If yes, enter 1; If no, enter 0; if unknown, enter U; if not applicable, enter NA

1. Did the child remain in the same school when the placement changed?
2. Is the child's educational stability and success addressed in the case permanency plan?
3. Was the child's education addressed in the most recent court hearing?
4. Is the child performing at or above grade level?
5. Is the child receiving special education services as recommended?
6. Was the child absent five or less days since the last court hearing?
7. Has the child avoided school disciplinary action?
8. Does the child have a post-secondary education plan?
9. For 0-3, is the child enrolled in an early intervention program if recommended?
10. For 3-5, is the child enrolled in an early education childhood program?

Total the number "1" answers _____. This is the child's overall educational stability and success score.

(Note: We want to see the score increase over time. The higher the score, the more the child's educational needs are being met. If there are items marked as "U", then this is an indicator for skill development training with the advocate on how to gather the needed information.)

Tab 6: Transitional Planning

This assessment is only completed for youth who are 14 years or older.

If yes, enter 1; If no, enter 0; if unknown, enter U; if not applicable, enter NA

1. Has the youth been advised of Rights of Youth in Out-of-Home Placement?
2. Has the youth completed the Casey Life Skills Assessment?
Date completed upon turning 14: (enter date)
Date completed upon turning 16: (enter date)
Date completed upon turning 17: (enter date)
3. Is the youth receiving Independent Living Skill Development services?
4. Does the youth have a Transition Information Packet (TIP) book?
5. Does the Case Permanency Plan, Part C include the youth's Educational Plan?
6. Does the Case Permanency Plan, Part C include the youth's Employment and Workforce Plan?
7. Does the Case Permanency Plan, Part C include the youth's Health and Health Care Insurance Plan?
8. Does the Case Permanency Plan, Part C include the youth's Housing/Placement Plan?
9. Does the Case Permanency Plan, Part C include the youth's Relationships and Support System?
10. Is the youth on track to graduate from high school?
If no, is the youth pursuing a High School Equivalency Test (HiSET)?
11. Has a Youth Transition Decision-Making meeting been held for the youth?
If yes, date completed: (text field)
12. Does the youth have a driver's permit or license?
13. Has DHS secured the youth's birth certificate?
14. Has DHS secured the youth's social security card?
15. Has the youth been advised of Aftercare Services?
16. Has the youth started Pre-Aftercare Services with the Aftercare Coordinator?

Total the number '1' answers _____. This is the child's overall Transitional Planning Score.

(Note: We want to see the score increase over time. The higher the score, the more the youth's transitional planning needs are being met. If there are items marked as 'U', then this may be an indicator for skill development training with the advocate on how to gather the needed information or serves as a reminder to the advocate to gather this information for the next court report.)